



ASSIGNMENT BOOKLET 3A

Social Studies 8
Module 3: Section 1 Assignment

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- Has your work been reread to ensure accuracy in spelling and details?
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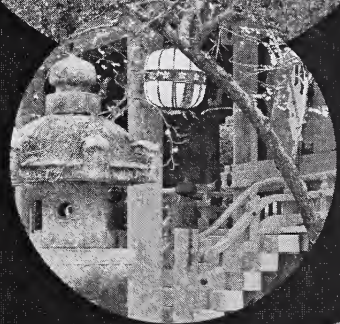
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SOCIAL STUDIES 8

Module 3: An Isolated Japan

Assignment Booklet 3A



we educate

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Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	75	
	75	

Teacher's Comments

Social Studies 8
Module 3: An Isolated Japan
Assignment Booklet 3A
Section 1 Assignment
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

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ASSIGNMENT BOOKLET 3A

SOCIAL STUDIES 8: MODULE 3

SECTION 1 ASSIGNMENT

This Assignment Booklet is worth 75 marks out of the total 125 marks for the assignments in Module 3. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

You can use a computer and word-processing application for many assignment questions. If you use a computer, be sure to attach a printed copy of your answers—after you've proofread them. Include your name, the course name, the module number, and the assignment number on each page.

75

Section 1 Assignment: Edo Japan

1. Debates can range from very formal to quite informal discussions. In Lesson 1 you've practised informal debates. Debates present pro and con arguments about an issue, sometimes an issue that can be very emotional. Good arguments can be supported with facts and logical reasons.
 - a. In this question, your job is to choose an issue (expressed in a statement) and formulate arguments for and against the statement. Give **three arguments for** and **three arguments against** the statement.

3

You can choose an issue currently in the news or one that is being discussed in your school or community at present. Or you can choose one of the issues presented in the following list:

- Students should be able to wear whatever clothes they wish to school.
- Teenagers who commit crimes should be treated like adults at trial.
- Students should be able to use cell phones and messaging services at school.
- Public schools should not allow any religious symbols or observances on their premises.

- Every junior high student should do at least two hours of homework every night.

If you choose an issue not in this list, be sure to present it in the same sort of statement.

Issue You Are Debating:

Pro (three arguments for the statement):

- (1)

- (2)

- (3)

Con (three arguments against the statement):

- (1)

- (2)

- (3)

- ① b. If you were debating this issue with someone, would you rather present the pro or the con side? Explain why.

- ⑥ 2. The chart here presents details about the geography of Japan. Complete the empty boxes in the middle column that shows how the lifestyle, culture, economy, or other aspect of Japanese society was affected by the geography. In the third column, complete the empty boxes to suggest how each point in the middle column affected the Japanese worldview.

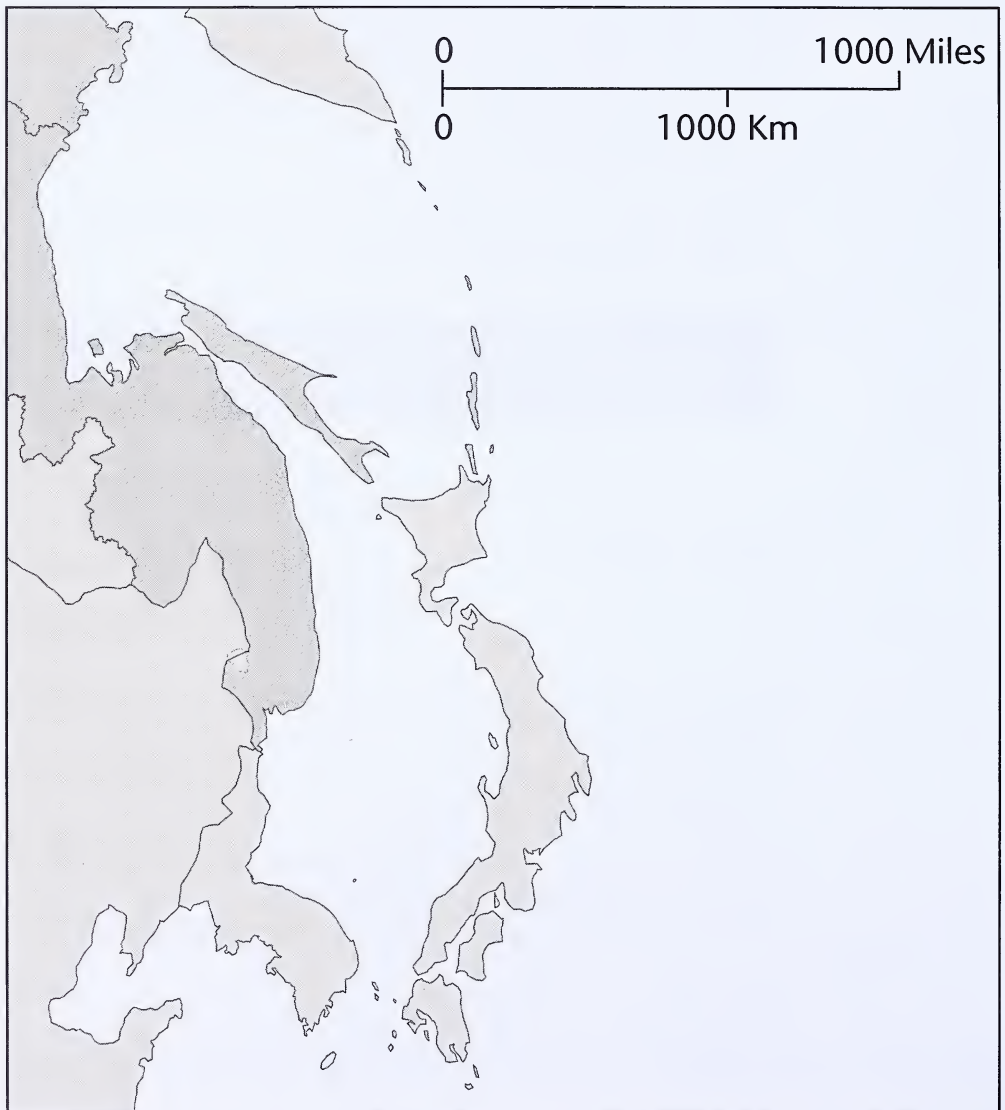
The top row has been done for you as an example. Your job is to add an appropriate point for each bullet in the remaining four rows.

Geographical Feature	Effect on Society	Effect on Worldview
Series of islands	<ul style="list-style-type: none"> • <i>isolated from other countries</i> • <i>surrounded by ocean</i> 	<ul style="list-style-type: none"> • <i>distrust of outsiders; unique traditions/ideas</i> • <i>resources come from sea; sea offered protection from others</i>
Main islands latitude of 30° N to 46° N and longitude of 123° E to 146° E	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
Off the east coast of Asia	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Mountainous	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
"Ring of Fire"	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

5

3. On the map of Japan provided, label the key geographical elements you have discovered so far about Japan. At a minimum, label the following elements:

- Japan's four main islands
- bodies of water surrounding Japan
- neighbouring countries
- key mountains or mountain ranges (You may wish to use symbols.)
- major cities of the Edo Period, such as Edo, Kyoto, and Osaka



- ⑤ 4. a. In this question, you'll be answering question 3 on page 129 of *Our Worldviews*. You've already thought a fair bit about your island society. Now illustrate its geographical features on a map. Include mountains, hills, rivers, lakes, deserts, plains—any geographical element you imagine your island to have. Use symbols or label each element with a name, if appropriate. Label neighbouring countries. Indicate where your island is on Earth by defining its latitude and longitude. Put this information below the map.

If you can, create your map with a graphics program on your computer and store it with your previous “island” work. Attach a copy of your map to this page. Otherwise, draw your island here.

Latitude: _____

Longitude: _____

Checklist for Question 4. a.	
• I have included geographical features.	
• I have identified each element with a symbol or label.	
• I have labelled neighbouring countries.	
• I have indicated the latitude and longitude of my island.	

- 3
- b. Next describe how the geography of your island affects the society and lifestyles of its inhabitants. First discuss the island’s climate and its effects. Then choose **two** other geographical elements from your map and explain how they affect your island society.

Geographical Element	Effects on Society and Lifestyle
Climate:	

When you’ve completed questions 1, 2, 3, and 4, continue where you left off on page 32 in the Student Module Booklet.

5. In 1635, Japan's government implemented the Closed Country Edict as part of its National Seclusion Policy.

①

- a. What were Japan's reasons for implementing this edict?

①

- b. How were Japanese citizens affected by these policies?

①

- c. What does the implementation and acceptance of these policies show about the Japanese worldview?

②

6. Confucianism, the religion that played a large part in establishing the Japanese worldview leading up to the Edo Period, was based on the teaching of Confucius. Here are a number of sayings attributed to Confucius:

- Those who speak without modesty will find it difficult to make their words good.
- Real knowledge is to know the extent of one's ignorance.
- Hold faithfulness and sincerity as first principles.
- To see what is right and not to do it is want of courage.
- When anger rises, think of the consequences.
- Do not impose on others what you yourself do not desire.

Choose **one** of these sayings. Identify it clearly and then express what it means in your own words.

When you've completed questions 5 and 6, continue where you left off on page 52 in the Student Module Booklet.

- 12 7. A concept poster is a poster that presents information in a way that is clear and precise but also imaginative and creative. In creating a concept poster, you can use the elements you would use in any poster—images (pictures), words, colours, and so on. You can use whatever materials and textures seem to work.

Your task now is to create a concept poster that shows what you know about authority and power. It would be a good idea to begin by going back and reviewing the textbook material for Lesson 3 and your notes. However, you can also use whatever knowledge and other resources you have.

Your poster should include the following:

- definitions of both the terms *authority* and *power* (Be sure to show how they are both similar and different.)
- examples of both power and authority for each of the three time periods—Japan during the Edo Period, during Renaissance Europe, and current world events
- one example from Canadian history and one example from your own life that represent power and authority (Symbols may be used.)
- examples that show how authority and power reflect worldview

Attach your poster to this Assignment Booklet, carefully labelled with your name, course name, and module number.

In the space provided, write a short paragraph explaining the symbols and important elements in your poster and the ideas they represent. This ensures that the viewer fully understands your ideas and the meaning behind them.

Checklist for Question 7	
• I have included definitions of the authority and power.	
• I have shown three examples of authority and of power from Edo Japan, Renaissance Europe, and current world events.	
• I have included two examples—one from Canadian history and one from my own life that represent authority and power.	
• I have written a brief explanation of my poster and the ideas it represents.	

Assessment Criteria for Question 7	
The poster includes well-chosen examples of the key terms <i>authority</i> and <i>power</i> from Edo Japan, Renaissance Europe, and current events, and from Canadian history and from the student's own life.	3 marks
The poster is error free and neat and it reflects the student's ability.	3 marks
The poster is clear, imaginative, and accurate.	3 marks
The written explanation of the poster's elements and symbols is clear, accurate, and sensible.	3 marks

8. In our Canadian worldview, we like to believe that everyone is equal and everyone is treated equally. The *Canadian Charter of Rights and Freedoms* has enshrined in law the equality of every citizen. Our worldview suggests that we don't believe in a society that has hierarchical classes. Our worldview also suggests that prejudice should not be present in our society. But the ideals we believe and what actually happens in our society may not always be the same.

Search the media for a news story that presents an example of prejudice or inequality in Canadian society. You might find an appropriate news story in a newspaper or a magazine, on a television or radio news report, or on the Internet.

If you can't find a story that describes an example of inequality or prejudice, find one that clearly illustrates an example of equality in Canadian society.

3

- a. If possible, attach a copy of the story securely to this Assignment Booklet. Whether or not you're able to attach a copy, write a paragraph in which you relate the main facts of the story.

- 5 b. Now fill in the chart that follows based on the story you've chosen:

Explain the inequality or prejudice revealed by the story.
Explain what is being done about the prejudice or inequality.
Explain your own reaction to the story—how you feel about it.
Tell what the story seems to show about Canadian society.
Offer your own suggestions about improving the situation.

9. In Lesson 3 you've thought about popular culture. Think now about aspects of current popular culture in your own life. Are there any pop culture items or ways of doing things that might become part of long-term traditions of your society in the future?

- 5 a. The following summarizes some of the popular culture that surrounds you. Your job is to complete it thinking of how things are right at the moment. You'll need to do some research to find the necessary details.

Pop Culture Item	Name or Details
Best-selling Fiction Book in Canada	
Best-selling Nonfiction Book in Canada	
Most Popular Book Among Your Friends	
Most Popular Television Show Among Your Friends	
Most Popular Song Among Your Friends	
Top Musical Group	
Top Video Game	
Most Asked-for Gift by Your Age Group	
Clothing Style for School (Choose male or female.)	
Coollest Electronic Item	

- b. Choose either the most popular book you and your friends are reading, the most popular song, or the most popular video game at the moment. Then answer the following questions.

①

- i) Explain why that piece of popular culture is so popular.

②

- ii) Identify some of the values and beliefs the pop culture item contains.

②

- iii) Explain two aspects of Canadian worldview that are evident in the cultural item you selected.

When you've completed questions 7, 8, and 9, continue where you left off on page 79 in the Student Module Booklet.

10. In this question you'll work through the Processing phase of the inquiry process. You'll need access to resources, such as in a library and on the Internet, in order to complete this question. You'll work through the question step by step.
- a. **Step 1:** Choose the inquiry question you wish to research from the list that follows. If you wish to research a different question, contact your teacher and get approval before you begin. Circle, underline, or highlight the question you've chosen.
- What are the design requirements for Japanese gardens?
 - What major changes has Edo/Tokyo undergone since the Edo Period?
 - How has Edo Japanese culture affected modern-day Western culture?
 - How has the social and class structure in Japan changed from the Edo Period to modern day?
- ① b. **Step 2:** Once you've decided on the question you'll be researching, decide on the best way to organize and present the information. Use a graphic organizer of your choice—choose one that you think will work well. This will help you decide on the appropriate details to collect during your research. You can change your choice later if you want to. You'll need to collect only enough details to write one good paragraph about your inquiry question. (Note: In this question, you won't actually be writing your paragraph.)

Clearly identify the type of graphic organizer you've chosen. Feel free to draw a miniature version if that helps.

4

- c. **Step 3:** Now begin your research. Find **two** resources you can use for reference. Resources could be books on the specific topic, Internet sites, encyclopedias, other reference books, videos, interviews, or other sources. Choose the two resources that will give you the most useful information. Record the bibliographic information for each resource on the file cards below.

Resource 1

Resource 2

- ④ d. **Step 4:** On the back of the index cards below, record the useful information and details, in point form, from each resource. If you need more than one file card for each resource, use your own paper and carefully attach it here.

Resource 1

Resource 2

8

- e. **Step 5:** Now place your details into your graphic organizer. Decide on the key points and the supporting details you'll include in your paragraph. Use your graphic organizer to organize your details into logical and meaningful ways that will answer the inquiry question. The organizer should show the order in which you'll present your information.

You might use a computer to create your organizer and details. If so, print the file and firmly attach it here. Otherwise, draw your organizer in the space provided and write in the details.

When you've completed question 10, submit this Assignment Booklet for assessment. Then continue where you left off on page 95 in the Student Module Booklet.

ASSIGNMENT BOOKLET DECLARATIONS

The school you are registered with may require you to submit this signed form with your Assignment Booklet.

The Student's Declaration is to be signed by the student. If the student is under 16, the Supervisor's Declaration may need to be signed by the supervisor, who is usually a home instructor, teacher, or home-schooling coordinator. Failure to complete this page may invalidate the assignment results. Please contact your school and ask if this completed form is required.

STUDENT'S DECLARATION

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

Student's Signature

SUPERVISOR'S DECLARATION

I hereby certify that I have supervised the learning activities completed by _____.
Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

Supervisor's Signature

If you, the student or supervisor, have any comments or observations regarding this module, write them in the following space.
